Bill Grinstein
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Executive Director

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • TDD (360) 753-7809

March 13, 2007

TO: Student Employment Administrators
            Financial Aid Administrators
            Community Service Project Administrators
            Other Interested Parties

FROM: Jeffrey N. Powell, Program Associate   JNP

SUBJECT: **STATE WORK STUDY COMMUNITY SERVICE PROJECTS – REQUEST FOR 2007-08 PROPOSALS**

We invite you to apply for a Washington State Work Study Community Service Project award. To achieve a strong pool of applicants, we encourage you to share information about this opportunity with at least three faculty or other campus administrators who might want to propose a project.

For more than a decade, the Higher Education Coordinating Board (HECB) has sponsored Community Service Projects (CSP) promoting civic engagement and community service for students participating in the Washington State Work Study (SWS) program. In addition to helping needy students pay for college and gain relevant work experience, these projects bring colleges and communities together to resolve social problems and improve the community. As a result, students anchor their learning and secure a better understanding of their place in the world.

A student's capacity to serve their community includes commitment, energy, and flexible schedules. "College student volunteering has increased by 20 percent between 2002 and 2005…in 2005 3.3 million college students volunteered – nearly 600,000 more students than three years ago." (*College Students Helping America:* Federal Corporation for National & Community Service) Often financially needy college students can understand first-hand some of the social problems within community service settings. They are well positioned to work with people who may have come from similar financial backgrounds, and can act as inspiring role models to those they serve. As these students work in community service settings, they assume responsibility for those they serve in sometimes difficult and always challenging circumstances. The project concept adds structure for instruction, training, supervision, and reflection, which helps students develop as scholars and citizens.

It is important to design projects that benefit college students while also helping us discover all we can about "what works" for these students in community service settings. Equally important is the consideration given to those the students will serve, and the improvements expected in the community. A strong proposal will reflect consultation with the community and those to be served as a means of increasing the likelihood of lasting change.

Recent Projects

Providing services to expand student work-study participation to environmental & social service agencies, building community tutoring networks, offering services to survivors of domestic violence and helping students with lifestyle issues are a sample of projects the HECB funded in 2006-07.

Topics
Projects in education especially in math and science are a top priority. **(See "Breaking News" below.)** Projects serving other high demand areas such as health, science, technology and viticulture are also of special interest to the HECB. And we realize your region of the state may have additional high demand sectors. Examples of projects include pre-nursing majors working in community clinics, education majors working with K-12 area schools, or technology students helping non-profit organizations improve efficiency. We evaluate all proposals for alignment with CSP program goals, and projects linked to high demand areas will receive our strongest consideration for funding.

Collaboration
A core component for project success is collaboration with both on and off-campus stakeholders. The best collaborations are achieved when the community is included upfront in planning the project. This approach builds strong ties between the college and community and helps promote project adoption beyond the grant cycle. And, at the heart of these projects are committed professionals, like you, who see the extraordinary opportunities for learning and citizenship available to SWS students.

How To Apply
Details about applying for your CSP are included in the Request For Proposal (RFP) packet that has been emailed to you. Access the RFP and attachments on-line at www.hecb.wa.gov/financialaid/sws/swsindex.asp or contact us to mail a packet to you. Successful proposals will receive funding to employ work-study eligible college students. Funding is mainly to pay student wages, but a modest administrative grant is included. Proposals are due to the HECB by Friday, June 1, 2007, and award notifications will be made by July 31st, 2007. If you are new to the idea of proposing a project or would like specific guidelines on how to develop a successful project, an excellent resource is *Developmental Matrix for Community Service Work-Study (CSWS)* at http://www.compact.org/policy/Develop_Matrix_FWS_11-05.pdf.

We look forward to working with you to improve and expand opportunities for students to serve their communities. If you have questions about the project, want to talk over ideas, or would like information about past projects we have funded, please call me at (360) 704-4150. Do you know someone who would like to know more about this opportunity? Please pass along this information, or have them contact me via phone or email, jeffreyp@hecb.wa.gov.

Breaking News!
*** There are strong indications that the Legislature will appropriate separate additional funds to the State Work Study program to establish opportunities focused on teaching experiences for freshman and sophomore SWS students in the areas of education in math and science, with the goal of clarifying underclassman interest in pursuing teaching careers before they commit themselves as upperclassmen to conditional scholarship/loan programs. If you or someone else at the institution intends to propose an education project CONTACT US FIRST. An option may open with **more funding** than is available using this announcement. Please pass this information along to anyone at your institution involved with internships, education faculty, math and science faculty – as well as school districts or specific schools that you think might be interested in partnering to take advantage of this new program. To learn more now, please contact Jeffrey Powell at (360) 704-4150 or jeffreyp@hecb.wa.gov. ***

WASHINGTON

HIGHER
EDUCATION
COORDINATING BOARD

REQUEST FOR PROPOSALS

Washington State
Work Study Program
Community Service Projects
2007-2008

"If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of potentialities, and so weave a less arbitrary social fabric, one in which diverse human gifts will all find a fitting place."
-- Margaret Mead

"Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs."
-- Albert Einstein

DUE DATE:
JUNE 1, 2007

Student Financial Aid
Higher Education Coordinating Board
917 Lakeridge Way
PO Box 43430
Olympia, WA 98504-3430

Washington State Work Study Program
Community Service Projects 2007-2008

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Community Service Model Projects

Program and Policy Purpose

Program Background: For over 25 years, the State Work Study (SWS) program has helped financially needy students pay for college and, whenever possible, gain work experience related to their career and academic interests. More than ten years ago, Congress allowed states receiving federal funding from the State Student Incentive Grant (SSIG) -- now the Leveraging Educational Assistance Partnership (LEAP) program -- to use up to 20 percent of the funding to promote opportunities for college students to serve in the community. With the State Work Study Program in place, Washington State was uniquely positioned to take up this challenge.

In the early years, the projects were of a pilot or demonstration nature. Gradually, an era of service took shape. President Bush's Thousand Points of Light, President Clinton's AmeriCorps -- and subsequent regulation of the Federal Work Study program to promote community service placements in general, America Reads, Family Literacy and America Counts all have taken root.

Today colleges are admitting students who have grown up doing community service. Prospective students are asked to document their community service as part of the admission process. Not surprisingly, when admitted, college students expect to find a way to put their service experience and commitment to work. In part this may explain why now, many years later, interest in community service and State Work Study projects continues to be strong. Year after year, exciting and meaningful ideas are proposed. Some come from very experienced faculty members or administrators; others come from those newly acquainted with the relationship between community service and academic theory and learning.

Program Policy: The Higher Education Coordinating Board (HECB) has multiple interests in funding community service projects. The first is to provide opportunities for financially needy students to serve their communities while earning money to complete their education. Such projects provide the HECB with an opportunity to compare the value of random community service placements to those that occur through a more formal structure. The projects help the HECB compare the value of students conducting research and planning for the delivery of community service with the value of students performing direct service. Projects can create many opportunities for students to learn and demonstrate team and leadership skills.

College students are uniquely qualified to serve their communities for a variety of reasons. They are committed, energetic, and have flexible schedules. Often financially needy college students can understand first-hand some of the social problems within community service settings. They are well positioned to work with people who may have come from similar financial backgrounds, and can act as inspiring role models to those they serve. As these students work in community service settings, they assume responsibility for those they serve in sometimes difficult and always challenging circumstances. The project concept adds structure for instruction, training, supervision, and reflection, which helps students develop as scholars and citizens.

It is important to design projects that benefit college students while also helping us discover all we can about "what works" for these students in community service settings. Equally important is the consideration given to those the students will serve, and the improvements expected in the community. A strong proposal will reflect consultation with the community and those to be served as a means of increasing the likelihood of lasting change.

Project proposals **must** employ a reflection or a "Service Learning" component. Experience indicates that students employed in a community service project where they keep a journal, participate in reflective discussions, or are involved in other forms of reflection experience a greater satisfaction with their employment, and a greater understanding of service in the community context. Exposure to classroom or reading materials about the ethic of service helps students make career choices while encouraging them to continue to serve once their college education is complete.

When evaluating an idea for a project, you might consider whether it will meet most of the following goals of civic education experiences. Will this project idea promote the development of competent and responsible citizens who:

- Are informed and thoughtful; have an understanding and awareness of public and community issues; and have the ability to obtain information, think critically and enter into dialogue among others with different perspectives;

- Participate in their communities through membership or in contributions to organizations working to address an array of cultural, social, and political interests and beliefs;

- Act politically by having the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving, public speaking, petitioning and protesting, and voting; and

- Have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

Another important aspect of the Board's involvement in community service projects is to provide information to state and federal legislators and their staff as they develop public policy in this critical area. The streams of community service are many -- AmeriCorps, volunteers, seniors, other agencies such as the State Commission on National and Community Service, Employment Security, K-12, and many more. It is vital for higher education to forge a partnership with these groups. The Board is better positioned to participate when we have the information and research gained from these projects.

2007-2008 Cycle

New Projects: Those applying to fund a new project should follow the guidelines contained in this RFP. Projects will be scored on a competitive basis.

Second Year or Renewal Projects: On March 8, 2007, renewal projects were emailed separate instructions. If you have questions or missed receiving this notice, please contact Jeffrey Powell at (360) 704-4150 or at jeffreyp@hecb.wa.gov.

Projects that have received two years of funding: Projects funded in both 2005-2006 and 2006-2007 will not normally be funded for a third year. For 2007-2008 these projects may find a source of transition funding for student wages by consulting with the student employment administrator about using the 80 and 100 percent SWS reimbursement rates for off-campus community service placements. This option is an institutional matter and consultation with student employment or financial aid staff is required. SPECIAL NOTE: Institutions with expired projects are eligible to propose new demonstration projects.

Project Definitions

Community Service: LEAP and SWS program requirements allow not only direct service projects to be funded, but also those that include planning for the delivery of service or applied research about service -- as long as any approach is designed to improve the quality of life for residents of the community served. Particularly important are low-income residents in such fields as health care, childcare, education, literacy training, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, rural development, and community improvement.

Service Learning and Reflection: Learning associated with the community service experience is often termed "service learning." In some ways, service learning is similar to other modes of experiential learning, such as cooperative education and internships. It is similar in that for each, the experience informs the learning; and conversely, the learning informs the experience. A distinction of service learning lies in the principle that the learning must be linked to social responsibility to bring about significant change. A more complete definition of service learning is provided in the Research Agenda for Combining Service and Learning in the 1990s:

> *"Service-learning is both a program type and a philosophy of education. As a program type, service-learning includes a myriad of ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service. As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way."*

The act of reflection is the connecting link between cognitive learning and experience. Reflection is a tool that helps students develop new understanding, skills, and knowledge from their service experience. Some examples of reflection are: weekly meetings to discuss and share experiences; keeping a journal or learning log; and creating drawings or other visual presentations that show experiences or lessons learned.

If you have further questions regarding how to integrate service learning and reflection into your project, you may wish to contact the Washington State Campus Compact at (360) 650-7554 or your institutional Campus Compact representative. Some institutions also now have an AmeriCorps person on campus specializing in the theory and practice of service learning.

Project Topic and Scope

The community service definition used for these projects encompasses a broad range of ideas. By way of example, in past years the Board has supported projects related to at-risk youth and early outreach efforts through the SMART, COMP, and MORE programs. The original model for all these efforts was the Adult Literacy Project initiated in the mid-eighties. The Board is still very interested in these areas, especially where an existing model can be improved upon or expanded to reach a different population. There are also other topics of Board interest. As examples, a list of Board-sponsored 2006-2007 projects is enclosed as Attachment A. If you are interested, you can request narrative descriptions of these projects. We also can provide lists of previously funded projects. Other ideas are outlined below.

- Literacy of elementary school students and adults; develop a partnership to supply tutors, researchers, and evaluators for helping struggling readers, or for linking college teacher education curriculum to methods of improved reading instruction.

- Environmental issues: such as reducing community environmental hazards or conserving, restoring and sustaining salmon habitats.

- First generation and ethnic minority outreach: including peer mentoring and providing cross-cultural bridges.

- Community health and mental health care: for example, providing independent living assistance and home-based or community-based health care.

- Elementary and middle school outreach: including improving the educational achievement of school-age children, rural education and higher education outreach.

- Dependent care: such as furthering early childhood development or working in some capacity with the elderly.

- Drug education and public safety and security: such as working to reduce violence, improve law enforcement and victim services.

As mentioned in the definition of community service, the scope of the project would not have to be limited to direct service. Planning and research related to one of the areas could also be a focus for a project. A proposal employing students to develop and produce an event for the benefit of the community, or employing graduate students doing surveys and research about integrating service in the curriculum would receive the same consideration as direct project placements in, for example, a food bank.

You are encouraged to develop proposals in cooperation with other institutional staff, local schools, and community agencies. In the past, successful proposals have been developed and submitted in cooperation with institutional multi-cultural centers, education, history, environmental, health and social science academic departments, and volunteer centers. Proposals should reflect the current thinking and research conducted on the chosen topic.

One of the most important aspects of each project will be the evaluation component. Information on the effect of community service on the students who serve and the communities served will help the Board further understand which types of settings and activities result in optimum student and community benefit.

Funding Components

Each project will be supported by two funding sources: 1) an allocation of SWS mixed with federal LEAP (Leveraging Educational Assistance Partnership) and SLEAP (Supplemental Leveraging Educational Assistance Partnership) funds for student wages; and 2) an administrative grant from SWS Job Location and Development funds (see limit noted below). The total project budget from these sources, including student wages and the administrative grant, may not exceed $35,000.

The allocation for student wages can pay 100 percent of the student's gross salary. It should be noted that the employers' share of student benefits are not covered by the wage allocation. Often these expenses are included in the project budget and are scheduled to be paid from the administrative grant. Actual student earnings will be reported by the institution to the Board on a student-by-student basis at the conclusion of the project. This will allow the Board to properly attribute the federal LEAP/SLEAP share of student wages.

The administrative grant, <u>which can be no more than 15 percent of the total estimated student wages funded by SWS/LEAP/SLEAP,</u> can be used to offset administrative costs for the project. For example, to purchase classroom materials; to cover transportation and special event costs; or to pay a portion of a professional staff salary in direct support of the project. The administrative grant is a separate contract, reimbursable on a monthly basis.

Proposal Elements and Content

Each institution is asked to <u>submit five copies</u> of its proposal containing the elements described below, accompanied by the Application Cover Sheet identifying the institution and the project director's name, signature, address, and phone number. The proposal narrative should be no longer than four to six pages, but can include attachments of research and documents that support the application.

1. **Mission:** The primary purpose of the project, including identification of the problem or need to be addressed, and a statement of philosophy including project goals and objectives. Discuss the probable effect of the project on the identified problem.

2. **New Project Development:** A description of how the project has evolved from an idea or a concept into a proposed project, outlining the following areas:
    a. Concept development including documenting <u>community</u> identification of need.

    b. Support of key participants including institutional departments, community members/agencies, and parental involvement. Letters of support from key participants are <u>required</u>.

    c. Work Study Student recruitment, orientation, training, and recognition plans.

    d. Describe in concrete terms expected results if the project is funded.

    e. Include a timeline of project activities.

3. **Service Learning and Reflection:** Describe how service learning is integrated into the project and what type of reflection techniques will be used. Refer to the definition of service learning and reflection found on page three of this RFP.

4. **Management and Structure:** Describe how the project will be managed. Any administrative staff involved in the project should be named with a full explanation of the title and qualifications of the project director. Address how other management responsibilities such as planning, staffing, organization, evaluation, and budget will be apportioned. Include a resume for the project director and/or any other supervising personnel.

5. **Student Staffing:** Describe the number and type of work study student positions developed for the project, and the estimated wages plus any in-kind match. To estimate wages, use the following method: # of students x $ pay per hour x hours worked per week x # of weeks per year. Explain how the positions will directly support the program purpose. Describe any way in which the project design promotes student leadership opportunities. If other students not funded through work study will be involved in the project, describe their roles (volunteers, mentors, etc.).

6. **Evaluation Tools or Model:** Describe the assessment and evaluation, which will be used to measure the impact of service on the college students and on the community.

   a. Students - Include any pre-test, post-test, or survey of student job satisfaction or career inventories. Describe any comparisons that might be conducted between regular work study students and those in community service projects.

   b. Service Recipients - Describe how the effect of the service will be reported by the community and assessed through the project.

   c. General Project Impact - Propose other measures by which the effectiveness of the project can be gauged. These may include objective and subjective methods.

7. **Long-Term Goal**: Because funding for projects can be assured for one year only, describe how the institution might expect the project to function or evolve after the end of the Board's special funding.

8. **Budget:** Describe the estimated cost of the project divided into standard grant budgeting categories such as student wages, personnel costs, supplies, travel, training, and direct administrative costs. Be sure costs of applications for Board funding do not exceed $35,000. Equipment purchases are not allowable with this type of state funding. The administrative grants are of a modest size and for this reason a line item for indirect administrative costs would not be encouraged. Indicate clearly which budget costs would be charged to the two individual funding components (administrative grant versus student wages). The itemized costs should clearly add up to the requested amount to be funded. Indicate if any of these items would be provided in-kind by institutional or other (non-Board) sources. This is not a required element but would strengthen the proposal.

9. **Student Job Description(s):** Provide a copy of the State Work Study proposed job description(s). Descriptions should include at least a job title, pay range, minimum qualifications, and educational benefit to be derived. A copy of the job description form can be obtained from your financial aid student employment office.

10. **Program Description:** Using the format in the example enclosed as Attachment B, develop a project description. If the project is selected and receives funding, this description will be one of the pieces used by the Board to answer local and national inquiries about the projects.

Project Time Line and Reporting Requirements

Submit <u>five</u> copies of the project proposal. ***Proposals are due to the Board by Thursday June 1st, 2007.***
Projects will be read and scored by a group of readers. Final selection of projects and notification of awards are expected to occur in July. Both those selected and those not selected will be notified. Administrators of selected projects will receive an award notification along with project guidelines and copies of the administrative grant contracts. Project guidelines will include detailed requirements for both the mid-year and final reports. Mid-year reports for the projects will be due *February 1, 2008.* These reports are especially important for first year projects hoping to continue funding in a second year. Final reports will be due to the Board by *July 11, 2008.*

Based on the Board's recent evaluation of previous demonstration projects, there will be a specific reporting format that will capture more uniform information about all projects. This will assist the Board in future research and reporting about the model projects. As in the past, a student-by-student report of earnings and a summary of administrative grant expenditures will be a critical part of the report due to state and federal accounting requirements.

Agency Contacts

If you have questions about the process, want to talk over ideas, or would like information about past projects the Board has funded, please contact us.

Student Financial Assistance Division
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Betty Gebhardt, Associate Director
(360) 753-7852
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Jeffrey Powell, Program Associate
(360) 704-4150
Email: jeffreyp@hecb.wa.gov

Campus Compact Links with Service Opportunities for Students

American Humanics
www.humanics.org

Americorps*VISTA
www.americorps.org/vista

Campus Outreach Opportunity League
www.cool2serve.org

City Year
www.city-year.org

Corporation for National Service
www.cns.gov

Hands On Atlanta
http://HandsOnAtlanta.com

Volunteer Match
www.volunteermatch.org

Institute for Global Communication
www.igc.org

Jumpstart
www.jstart.org

Making a Difference, Scholarships, etc.
www.making-a-difference.com

Mickey Leland Hunger Fellows
www.hungercenter.org

National Association for Campus Activities
www.naca.org

National School and Community Corps
www.woodrow.org/nscc

National Service Resource Center
www.etr-associates.org/nsrc

Partnership for Service Learning
www.studyabroad.com

Peace Corps
www.peacecorps.gov

Project Otzma
http://jon.cjfny.org/otzma

Soltane Communities
www.camphillsoltane.org

Student Coalition for Action in Literacy Education
www.readwriteact.org

Support Centers of America
www.supportcenter.org/sf/

Teach for America
www.teachforamerica.org/

Venture Consortium
www.brown.edu/Administration/Venture/home.html

VISTA Web
www.friendsofvista.org

Volunteers for Peace International Workcamp
www.vfp.org

Youth Service America's SERVEnet
www.servenet.org

• **For more resources for students see *Raise Your Voice - Student Action for Change* website @**
www.actionforchange.org

Washington State Work Study Program
COMMUNITY SERVICE PROJECT
Application Cover Sheet
2007-2008

_____

Institution

_____   _____

Project Director   Title

_____   _____

Phone Number   E-mail Address

_____

Mailing Address

_____

City, Zip Code

_____

Fax Number

_____

Title of Project

_____   _____

Signature of Project Director   Date

_____   _____

Signature of Student Employment Administrator   Date

_____

Signature of Student Financial Aid Administrator   Date

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┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│              RFP APPLICATION CHECKLIST                            │
│         (Your application packet should include the following items) │
│                                                                   │
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1. ☐ Application Cover Sheet

2. ☐ Mission Description

3. ☐ Proposal Elements:

    ☐ Project Development Description

    ☐ Mission Identification of Key Participants, including Letters of Support

    ☐ Work Study Student Recruitment, Orientation, Training, and Recognition Plans

    ☐ Expected Outcome of Project

    ☐ Timeline of Project Activities

4. ☐ Service Learning and Reflection Description

5. ☐ Management and Structure

6. ☐ Student Staffing Description

7. ☐ Evaluation Tools or Model Descriptions

8. ☐ Long Term Goal Description

9. ☐ Detailed Budget (estimated cost of project)

10. ☐ Student Job Description(s)

11. ☐ Project Description (use format example in Attachment B)

2006-2007 WASHINGTON STATE WORK STUDY / FEDERAL LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP COMMUNITY SERVICE PROJECTS

HEALTH:

Exercise Self Management Program for Under-served Patients with Cardiovascular Disease
Science Ambassador Program: An Evidence Based Practice
Tobacco Education & Cessation Project
Eastern Washington University

Palouse Food Project: A Campus Community Initiative
Washington State University

EDUCATION:

Evergreen/Olympia Tutoring Collaborative
The Evergreen State College

Family Literacy Early Learning Initiative
Highline Community College

Project SELECT (Serving the Early Literacy Educational Needs of Children through Tutoring)
Eastern Washington University

Utilizing Assessment Data to Support Classroom Instruction
Big Bend Community College

SERVICE LEARNING ENGAGEMENT AND ETHICS OF SOCIAL CHANGE:

The Bottom Line: Making a Difference
Whatcom Community College

Community Connections for the Homeless
Gonzaga University

DAWN Project – A Domestic Abuse Network
Tacoma Community College

Expanding CWU Student Work-Study Participation to Environmental, Educational, Community Health,
& Social Service Non Profit Agencies
Faculty & Student & Community Collaboration Prepares Students as Scholars & Citizens
Central Washington University

Service Learning Enhanced Project
Heritage University

Students in Service Campus Coordinator Project
Western Washington University/Washington Campus Compact

Eastern Washington University
Project STAR (Serving Through Assessment and Remediation)

Purpose

Project STAR is a community service project that will recruit and train college students to implement and monitor scientifically validated instructional strategies and assessment tools. This project will provide a means of giving university students valuable learning experiences with scientifically-validated instructional strategies and assessment tools in the community and, at the same time, offers a service to schools, parents, and other community sites that will assist in the increase of child progress toward learning goals.

Description

Project STAR allows for the collaboration between schools, parents, and other community sites and the Department of Counseling, Educational, and Developmental Psychology at Eastern Washington University. This project will establish a program linking EWU students preparing for a career in the field of education with at-risk children and children with disabilities identified as needing assistance by their parents, school or other community sites. Graduate and undergraduate students will be trained to implement and monitor effective instructional strategies and assessment tools and then be placed in schools or other community sites (e.g., Northwest Autism Center of the Assessment and Learning Lab at Eastern Washington University) to work directly with at-risk children with disabilities.

Benefits

Provide students with opportunities to learn about the issues related to providing services for at-risk children and children with disabilities.

Provide assistance to teachers and families who need additional help which will improve service delivery for at-risk children and children with disabilities.

Provide students with training and valuable experiences in the field of education.

Opportunities for at-risk children and children with disabilities to learn new skills.

Project Directors

Dr. Kathleen Waldron – Soler
(509) 359-2501 or Kathleen.waldron-soler@mail.ewu.edu

Dr. Marion Moore
(509) 359-2323 or mmoore@mail.ewu.edu